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ABSTRACT

Reflecting the complexity of the early childhood education enterprise--classroom practice, teacher preparation, research, and conceptualization--this volume reflects an examination of the literature for illumination as to the value of early education theory and its usefulness to practice. The book has 10 chapters divided into three parts that cover academic perspectives, practitioner perspectives, and a synthesis of theory and practice. The chapters are: (1) "Theory: An Analysis (part 1)" (Landon Beyer and Marianne Bloch); (2) Theory: An Analysis (part 2)" (Marion Hyson); (3) "Practice: An Analysis" (F. Michael Connelly and D. Jean Clandinin); (4) Does Theory Lead Practice? Teachers' Constructs about Teaching: Top-Down Perspectives" (Frances Schoonmaker and Sharon Ryan); (5) "Does Practice Lead Theory? Teachers' Constructs about Teaching: Bottom-Up Perspectives" (Leslie Williams); (6) "Teachable Moments: Socially Constructed Bridges" (Thea Cox); (7) "A Teachable Moment and the Never-Ending Story" (Margaret Kennedy); (8) "Children's Notion of Structure: Exploring Thematic Interdisciplinary Instruction with Pre-Kindergarten Students (Sherry Lepine); (9) "Researching the Hidden Curriculum" (Barbara Scales); (10) Theory and Practice in Early Childhood Teaching: Themes and Advances" (Judith Chafel and Stuart Reifel.) Each chapter contains references. (HTH)

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